

Mingo County Curriculum**Language Arts/Writing**

RLA.3.2.1 demonstrate proper manuscript and full transition to cursive writing techniques

RLA.3.2.2 identify and produce a grammatically correct sentence

RLA.3.2.3 compose a written composition using the five step writing process.

RLA.3.2.4 develop proper paragraph

RLA.3.2.5 identify and apply conventions of spelling

RLA.3.2.6 identify and apply conventions of capitalization

RLA.3.2.7 identify and apply conventions of punctuation

RLA.3.2.8 produce appropriate grammar in composition

RLA.3.2.9 compose in a variety of forms and genres for different audiences.

RLA.3.2.10 alphabetize to the third letter and use simple dictionary skills

RLA.3.2.11 select a variety of sources to gather information

RLA.3.2.12 use a variety of strategies to plan simple research

Reading

RLA.3.1.1 identify and practice appropriate sight words and content vocabulary.

RLA.3.1.2 Identify and understand appropriate reading vocabulary (e.g., synonyms, antonyms, homonyms, multi-meaning words).

RLA.3.1.3 apply tiered levels of vocabulary in speaking and reading experiences.

RLA.3.1.4 describe a purpose for reading

RLA.3.1.5 read familiar stories, poems, and passages with fluency.

RLA.3.1.6 use meaning clues to aid comprehension of content across the curriculum

RLA.3.1.7 read third grade instructional level texts and use self-correction strategies

RLA.3.1.8 use literary and informational texts to determine story elements, cause and effect, describe characters, sequence; expository works;

Lesson Plan**Monday, September 30, 2013****Handwriting:**

Practice downcurve strokes on lowercase cursive letters, a, c, d, g, o, and q as well as uppercase cursive letters a, c, d, e, and o, p. 29.

Spelling:

Sort spelling words according to vowel sounds ou/ow and oi/oy, calling attention to similarities, p. 17.

Complete spelling activity using the words to make complete sentences.

Homework: Practice writing the following spelling words five times each: proud, shower, hour, amount, and voyage.

English:

Play "Who Wants to be a Millionaire?" on "Types of Sentences." On the Intelliboard, as a group activity, students will engage in a game in which they are required to choose whether each sentence provided is a statement, question, command, or exclamation:
<http://www.quia.com/rr/355168.html>

Fill in the blank, adding the correct punctuation, in order to transform the sentence into either a command or exclamation, as directed. Students will be required to write out the sentences; check for capitalization and punctuation.

Tuesday, October 1, 2013**Handwriting:**

Practice overcurve strokes on lowercase cursive letters, m, n, v, x, y, and z as well as uppercase cursive letters i, j, and q, p. 30.

Spelling:

Classify words with ou/ow and oi/oy vowel sounds with groups of words that have related meanings. Then, match spelling words with selected words that have almost the same meaning, p. 18.

Homework: Practice writing the following spelling words five times each: choice, avoid, thousand, prowl, and employ.

English:

Using the IntelliBoard, present "Types of Sentences," allowing students to choose correct answers:
<http://www.thatquiz.org/tq/previewtest?J/B/N/Q/91751288362149>

Review for test over "Commands and Exclamations," Grammar & Writing Book, p. 71 (1-18). Go over

Breakfast, Bellringer, Pledge, Let's Move, Library, AR tests 8:15-8:45

Related Arts-Music
11:30-12:15

Lunch 12:15-12:45

Recess 2:15-2:30

Dismissal

Pick-ups - 3:30-3:35
Buses -Will be announced

Essential Question

- **Monday**
 - What is the difference between commands and exclamations?
- **Thursday**
 - What is the difference between a simple and a compound sentence?

I can

- **Monday**
 - Distinguish the difference between a command and exclamation.
- **Thursday**
 - Distinguish the difference between a simple and a compound sentence.
 - Transform two simple sentences into a compound sentence.

Materials**Monday**

Bellringer (Daily Lang. Review-7)

Zaner-Bloser Handwriting Book
Phonics & Spelling Practice Book

Spelling Activity Sheet
Grammar & Writing Book
Spelling Homework Sheet
Intelliboard

Tuesday

Bellringer (Daily Lang Review-

drawing conclusions; compare/contrast; predict; summarize; infer; paraphrase; main idea; story topic).
RLA.3.1.9 infer the author's purpose
RLA.3.1.10 compare self to text in making connections between characters or simple events in a literary work with people and events in one's own life and other cultures.
RLA.3.1.11 identify and describe the ways in which language is used in literary text (e.g. simile, metaphor, idioms).
RLA.3.1.12 recognize and explain the defining characteristics of genre in literary and texts
RLA.3.1.13 use graphic organizers and visualization techniques to interpret information
RLA.3.1.14 use reading skills and strategies to understand a variety of information resources to support literacy learning
RLA.3.1.15 increase the amount of independent reading to build background knowledge, expand vocabulary, and comprehend literary and informational text.

answers toward the end of class.
Given specific directions, students will create their own sentence, either a command or exclamation, using correct capitalization and end punctuation, Grammar Practice Book, p. 14.

Wednesday, October 2, 2013

Handwriting:

Practice slant strokes on lowercase cursive letters, a, b, d, f, g, h, i, j, k, l, m, t, u, and y as well as uppercase cursive letters a, b, k, p, r, u, x and y, p. 31.

Spelling:

Proofread a book report by circling misspelled words and rewriting them correctly. Then, choose the correct spelling of the words using vowels ou/ow and oi/oy; words will be written using both vowel spellings, with the same sound, but only one will be correct, p. 19.

Homework: Practice writing the following spelling words five times each: bounce, poison, annoy, appoint, and broil.

English:

Students will complete a test in which they must perform the following tasks:

- Select sentences with correct capitalization and punctuation from several groups of words (a combination of commands and exclamations).
- State whether a sentence is a command or exclamation.
- Write a provided sentence, adding the correct punctuation to the end, then state whether it is a command or exclamation.
- Using correct capitalization and punctuation, provide an example of both a command and exclamation.

Use Grammar Workbook pp.15-16 as test.

Discuss *Writer's Craft* on pg. 72, "Commands and Exclamations" in which descriptive words must be incorporated.

Thursday, October 3, 2013

Handwriting:

Discuss keys to legibility, size, and slant; have students follow directions as prompted, pp.32-35

Spelling:

Match spelling list words with rhyming words to complete a riddle. Using clues provided, decode the answer to the riddle using spelling words.

Complete ABC order sheet using spelling words.

Homework: Practice writing the following spelling words five times each: however, mountain, coward, turmoil, and chowder.

English:

Using the "Compound Sentences" Powerpoint from Roanoke Public Schools on the IntelliBoard, present two

7)
Zaner-Bloser Handwriting Book
Phonics & Spelling Practice Book
Grammar & Writing Book
Grammar Practice Book
Spelling Homework Sheet
IntelliBoard

Wednesday

Bellringer (Daily Lang Review-7)

Zaner-Bloser Handwriting Book
Phonics & Spelling Practice Book

Grammar & Writing Book
Grammar Practice Book
Spelling Homework Sheet

Thursday

Bellringer (Daily Lang Review-7)

Zaner-Bloser Handwriting Book
Phonics & Spelling Practice Book

Grammar & Writing Book
Grammar Practice Book
ABC Order Sheet

Spelling Homework Sheet

Friday

Bellringer (Daily Lang Review-7)

Zaner-Bloser Handwriting Book
Grammar & Writing Book
Spelling Test Form

Technology

21C.S.3-4.1 Students will access, analyze, manage, integrate, evaluate, and create

simple sentences and call on random students to combine these sentences to create a compound sentence: www.rcs.k12.va.us/pfes/third%20grade/.../compound%20sentences.ppt

Discuss the difference between a simple and a compound sentence; explain how to transform two simple sentences into a compound sentence, Grammar & Writing Book, p. 74. Students will decide whether each sentence is simple or compound (1-10).

Given two simple sentences, students will practice combining them to make a compound sentence, Grammar Practice Book, p. 17.

Friday, October 4, 2013

Handwriting:

Trace and write lowercase i, calling attention to the undercurve, p. 37.

Spelling:

Administer spelling test by pronouncing the word and using it correctly in a sentence.

Spelling Words: proud, shower, hour, amount, voyage, choice, avoid, thousand, prowl, employ, bounce, poison, annoy, appoint, broil, *however, mountain, coward, turmoil, chowder*

English:

Students will continue practicing the development of compound sentences by adding commas when necessary. Then, given a conjunction, students will combine two simple sentences, Grammar & Writing Book p. 75.

information in a variety of forms using appropriate technology skills and communicate that information in an appropriate oral, written, or multimedia format.

21C.O.3-4.1.LS1 Students will identify information needed to solve a problem or complete an assignment, conduct a search, and prioritize various sources based on credibility and relevance, retrieve relevant information from a variety of media sources, and use this information to create an effective presentation.

21C.O.3-4.1.TT1 Students use keyboard, mouse, and other common input and output devices efficiently and effectively; students handle diskettes, CD/DVDs, USB drives, microphones, and headphones with care; students open files independently, save documents, and send documents to the printer.